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ABSTRACT

This report presents the results of the Survey of Advising and Admissions Personnel on Administrative Systems Related to Transfer questionnaire as prepared by the British Columbia Council on Admissions and Transfer's Task Force on Standards and Processes. Responses from 98 individual counselors were received. By far the most common type of transfers cited by advisors was from college university-transfer programs to university degree programs, followed by college career/technical programs to degree programs. The single most valued document in the advising process is the print Transfer Guide. Access to the online Transfer Guide was rated as the most "potentially" valuable resource. Most advisors feel that students do not have a good understanding of the transfer system. Based on their experience, respondents estimated that: 69% of students experienced no difficulties with the transfer process; 27% of students experienced minor difficulties with the transfer process; 9% of students experienced major difficulties with the transfer process. Of the 94 respondents who replied to the question: "Based on your experience, which of the statements below best describes the transfer process in BC [British Columbia] as you see it," 90% rated the system as "Good" (55%) or "Pretty Good" (35%). Nobody chose the option "This system does not work well." (VWC)

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BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

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Summer 1997

BC000547

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Background and Purpose

The *Survey of Advising and Admissions Personnel on Administrative Systems Related to Transfer* questionnaire was prepared by the BC Council on Admissions and Transfer's Task Force on Standards and Processes. Two hundred copies of the questionnaire were distributed in February 1997 to registrars' offices and then distributed internally to student advisors/counselors, and admissions and registration personnel. Ninety-eight responses had been received by May 1997, from individuals in colleges, institutes, universities and university-colleges. These responses were collated, and the results used to inform the Task Force as they prepared their draft report.

Summary

- By far the most common type of transfers cited by advisors was from college university-transfer programs to university degree programs, followed by college career/technical programs to degree programs.
- The single most valued document in the advising process is the print Transfer Guide.
- Access to the online Transfer Guide was rated as the most "potentially" valuable resource, indicating that many individuals engaged in advising students do not yet have ready access to the internet.
- The next most valuable "potential" resources were:
    - clearly described appeals processes,
    - user friendly student transfer handbook,
    - "Transfer Liaison Officer" at receiving institutions.
- Most advisors feel that students do not have a good understanding of the transfer system.
- Based on their experience, respondents estimated that 69% of students experienced *no* difficulties with the transfer process. This percentage was higher for the universities (median of 80%) than for the colleges (median of 70%).
- Based on their experience, respondents estimated that 27% of students experienced *minor* difficulties with the transfer process. Extreme opinions (e.g. "all students experience frustrations") affected the averages, but the medians for this question show no significant differences between colleges (17%) and universities (18%) for this question.
- Minor difficulties cites included a variety of process related factors (e.g. delays in generating transcripts), and factors related to students receiving less credit than expected, or unassigned rather than specified credit.
- Based on their experience, respondents estimated that 9% of students experienced *major* difficulties with the transfer process. This percentage was higher for the colleges (median of 10%) than for the universities (median of 3%).
- Major problems cited included once again unassigned rather than specified credit, and credit not applicable to student's program, as well as process-related problems.
- Of the 94 respondents who replied to the question: "Based on your experience, which of the statements below best describes the transfer process in B.C. as you see it", 90% rated the system as "Good" (55%) or "Pretty Good" (35%). Nobody chose the option "This system does not work well."
- In addition to the quantifiable responses, many helpful and constructive suggestions were made for improvements to the system. Many of these suggestions have been incorporated in the Final Report of the Task Force on Standards and Processes, a copy of which is available at http://www.bccat.bc.ca.

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Results

PART A.

What kind of transfer are you most familiar with, or do you mostly deal with:

	From:	***To:***
85	college university transfer program	university or university-college program in arts and science
50	college career technical programs	university or university-college degree program
33	college/BCIT career technical program	laddered degree completion program
12	art/design diploma	BFA program
23	college career technical program	technical institute diploma
	Other:	
6	college prep program	academic program
9	college prep program	career, trades, technical, and AA programs
10	university	university
2	university	university college
4	out of province	university program
2	various	Master of Music Therapy
1	university	BFA or B. Design
1	university college	university college

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PART B - *Information and Resources*

1. In advising transfer students, how would you rate the value of the following:

	great value	some value	no value	unknown
• current Transfer Guide (print)	76	22		
• old Transfer Guides (print)	24	56	9	5
• On-line Transfer Guide	29	19	9	17
• Institutional Calendars	57	35	6	2
• Program Brochures or Information Packages	20	42	19	11
• Your own knowledge of unpublished or difficult to find regulations or info.	37	42	7	9
• Personal contacts at receiving institutions	44	38	7	10
• Published block transfer agreements	35	34	8	17
• Unpublished block transfer agreements	7	13	39	27
Others (specify):				
• private training institutes including CGA	2			
• inter-provincial transfers are needed	3			
• applicability of transfer credit to degree requirements				
• TG between CND universities				
• business Ed. Curriculum Cmte "college to college"				
• program specific articulation for selected courses				
• TG between BC universities				
• course outlines from institutions				
• contacts at VSB and other colleges				
• direct knowledge of the BC post-sec sys, both trades and academic				
• our own records of precedents				
• our department (program) input				
• Douglas transfer sheets (made up by our				
• academic advisors)				
• CMA/CGA tables				
• Canadian high school course equivalents				
• course outlines				

Additional Comments:

university colleges:

- *UVic has excellent database for inter-provincial transfer guide.*

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2. What information or sources (if any) have you found to be unhelpful, flawed or erroneous? Please give specific examples if you can.

University colleges:

- *There are times when UBC, UVic or SFU transfer guides disagree with BC Transfer Guide. This is going away with each new edition.*
- *BCIT's computer "Transfer Guide" does not always have the correct UCC prep. courses noted.*
- *The print Transfer Guide has been improving, yet the 1996/97 copy had mistakes. Where is UNBC? UCC? Other university colleges?*
- *incomplete transfer articulations for most new university colleges*
- *Almost all databased information I have encountered is the past is incomplete; not fully trustworthy. In most cases the retrieval of information is too cumbersome and can be more quickly done from printed material.*
- *Errors in the TG are not honoured by the institution (that has listed wrong transfer credit).*
- *Blanks (or -) from one institutional course to another are misleading. Articulation may be in process (particularly for new courses) but students think they are not transferable so don't take these courses.*
- *"Career Options: Programs in BC Colleges and Institutions" out of date as soon as it is published. Charts are okay but need more info at first glance.*
- *Lack of consistency between info received in print and that is available on web pages of an institution, for example.*

Universities:

- *I base my decisions primarily on the published TG.*
- *I have found on occasion that high school counsellors sometimes give students heading to our university erroneous info about English requirements. This has happened a dozen times in the 10 yrs I've been working as 1st yr Eng advisor.*
- *College calendars indicating credit value is 3.0 when requested transfer is 4.0 credits (e.g. Commerce 292 requested by Douglas)*
- *Printed version of TG is out-of-date before publication is available.*
- *What I have found most difficult is when sending inst. publish a "transfer guide" related to prerequisites for occupational therapy and phys. Therapy, without consultation. I have found they often contain erroneous info and the students get "caught" in the middle.*
- *Online guide not useful to me because 1. Delay in pulling up info while on phone or talking with a student (conflicts with the need to use other computer applications while talking with students); 2. Need to take transfer guide on road trips while visiting students at colleges.*
- *General info has been most helpful. Anything specific I would refer student to appropriate party (i.e. professional program at the university.*
- *transfer form institutions to university colleges is still very incomplete*
- *BCIT transfer*
- *transferability to upper level courses (university colleges, OU)*
- *calendars published too soon, changes in info or lack of info.*
- *using print version of TG is quicker; I'm not proficient in on-line use of BCCAT Net*
- *on-line guide - I haven't got used to referring to technological resources quickly; print copy often out of date, so I will try to use on-line version more.*
- *some internal college calendar guides are not as accurate as the on-line listings*
- *colleges printing their own version of a transfer guide in their calendars.*
- *gov't website: http:\\www.intergov.bc.ca/edu/index.html listing of accredited CND universities and colleges is incomplete and contains unaccredited entries.*
- *Transfer guides published by colleges for use of their students - they tend to 1. Influence students so they will remain at college; 2. List courses which transfer as unassigned credit and students think this is a good direction.*

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Colleges:

- *incomplete info in transfer guide.*
- *internet calendar/transfer info is too slow*
- *far quicker to flip through hard copy calendars and transfer guides*
- *I find that, advising/planning support for transfer students at SFU and UBC has been low and receptivity to students who have not yet applied is poor. Students planning to transfer often are in decision making mode yet find they cannot get answers at the potential receiving institutions.*
- *ongoing gaps in transfer guide re UNBC and university colleges are problematic.*
- *The TG is excellent but it is important that someone in the institution keeps it updated as changes come in during the year.*
- *Block transfer college programs need to have transfer guide as well - so students can see in black and white that their 2 yr. programs is transferable to x, y and z institutes.*
- *Western Spectrum - Spectrum Series*
- *College calendars*
- *transfer guides*
- *Inter-provincial transcript guidelines vary and are inconsistent with BC guidelines.*
- *When TG is incorrect versus institution's info*
- *TG - "buyer beware" caveat*
- *I have been warned by teaching-program leaders to be cautious in interpreting transfer guides published by non-post-sec institutions, e.g. BECC and CGA.*
- *lack of info on private institutions*
- *typos in TG*
- *course calendars without course re-numbering info or course code changes.*
- *TG doesn't give transfer back to colleges only to universities does not give college to college transfer guides.*
- *The set up of the ABE, Business and Computer Technology in 96/97 Guide leads to errors in advising students. 95/96 set up much better for accuracy.*
- *Some of the brochures do not provide specific info about transferring courses.*
- *Pg. 2 TG, transfer defined as an arrangement normally made on bilateral basis by individual institutions. Problem: no agreement that this means stated transfer credit is "reversible" i.e. does not imply reverse articulation. As a college we see many students coming to us from university. Transfer guide gives college to university equivalents but not university to college. No agreement within institutions that the guide can be used for this purpose.*
- *Published materials may be flawed/out of date.*

3. **What information or resources would be potentially helpful/valuable to transfer students and their counsellors/advisors (some of these items may or may not be currently available in your area).**

	Great value	some value	no value	unknown
• Access to internet for on-line transfer guide, institutional calendars, etc.	74	23		4
• Regular in-service on transfer issues for post-secondary counsellors/advisors	42	38	2	8
• Regular in-service on transfer issues for high school counsellors/advisors	29	41	12	10
• User-friendly student reading material (e.g. pamphlet on "How to Plan Your Transfer Program)	56	31	3	7
• More student workshops or seminars on planning for transfer	27	48	5	10
• "Transfer Liaison Officer" at sending institution	42	37	8	6
	Great value	some value	no value	unknown
• "Transfer Liaison Officer" at receiving	50	32	6	6

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62	27	4	9
1			
1			
2			
	1		

institution

- Clearly described appeal processes for transfer credit denials

Other (suggestions, please):

- GPA required by universities
- formal training for high school counsellors in academic advising
- provincially consistent process for applying for transfer credit and receiving of results
- university to university transfer info.
- names and telephone #s/emails of individuals with authority to approve course selections at sending institution toward particular prgms at the receiving institution
- policy when u.t. courses taken at +1 college, how to determine
- applicability to degree program of levels partial credit compared to course specific credit
- easily accessible resource info person at receiving inst.
- facilitate contact with departments
- clarification of responsibility for transfer credit decisions
- comprehensive guide to include all p.s.i.'s
- institutions put detailed course outlines on web
- comprehensive list of transfer issue contacts
- college own transfer guide and/or info
- informing all student of transfer processes
- user-friendly university calendars
- contact person's phone number under institutional contact
- transfer from university to college
- common BC course numbers as in California

4. **In your experience, how would you rate the level of knowledge students intending transfer have about the transfer process in B.C.?**

2 - excellent
7 - very good
17 - good
40 - fair
23 - poor
21 - varies, depending on … **8** student
8 institution
1 which services student accesses
1 whether the student is from BC
1 programs
1 access to info and counsellors
1 lower mainland students more knowledgeable

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PART C - *The Transfer Process*

1. Based on your experience, what percentage of students would you estimate transfer successfully, and encounter *no* difficulties with the process:

total average	university colleges	universities	colleges
69%	68.5% median: 70%	76.8% median: 80%	61.6% median: 70%

2. Based on your experience, what percentage of students would you estimate transfer successfully, but encounter *minor* difficulties or irritants with the process:

total average	university colleges	universities	colleges
27.4%	24.3% median: 25%	34.5% median: 18%	20.8% median: 17%

2 a. What kind of *minor* difficulties or irritants have you personally observed? Check all that apply.

	Frequently	occasionally	rarely	never
• Delays in generating and or sending transcripts at sending institution	21	38	22	
• Delays in instructors assigning grades at sending institution	8	39	37	5
• Delays in registering receipt of transcript at receiving institution	14	45	17	9
• Delays in assigning transfer credit at receiving institution	30	42	14	1
• Transfer credit received less than expected	19	54	16	1
• Received unspecified or general credit, when specified expected	14	57	11	3
Other (specify)				
• courses not meeting content requirement as expected e.g. Lab Sci. for B.Ed.		1		
• delays in receiving articulation of courses	1			
• delays in receiving policy changes		1		
• errors in transfer credit granted at new inst.	1			
• unclear what course the transfer credit refers to	1			
• college meeting deadline to submit courses for evaluation		1		
• delays in sending institution requesting articulation of courses for transfer credit		3		
• difficulty in finding live person for student to discuss options with at receiving institutions	2			
• who makes decisions? Deans? Admissions?		1		

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Frequently	occasionally	rarely	never
2			
	1		
1			

- repeating courses at sending institution without original grade
- Transferable course credit missed (by accident)
- confusion about assignment of SFU admission average when different from college average.
- unclear institutions for entry from receiving institutions
- BCIT individual courses not listed
- college to college courses not listed
- no transfer credit for BCIT students

Please provide any comments or details about the above (be as specific as you can re course, program or institution involved) which would be helpful to illustrate your answer to 2a above.

University colleges:

- *SFU looses our transcripts.*
- *Unspecified credit is slowly diminishing as a problem with each annual BC Transfer Guide.*
- *Applicant's perception of a problem is often due to ignorance of how long the process takes or of unrealistic expectations.*
- *Often document deadlines at universities are mid to late May. A student then will not find out until late June or July if accepted. Meanwhile, UCC has required a commitment fee, and registered the student already, before they've heard from university. The commitment fee is non-refundable. If the student chooses to wait until hears from university, many of our classes are full with wait-lists.*
- *As we have been affiliated with UBC we occasionally find we have not been informed of policy changes*
- *Depending on the time of year and the commitment of the student transfer credit may take up to 4 months to process. This is sometimes too late for registration dates.*
- *The biggest transfer problem in my experience is admission to the spring semester at SFU from colleges, due to the shortage of time between completion of fall semester and start of spring semester.*
- *The transfer credit granted is often difficult for students to interpret as institutions list what their own transfer credit equivalent is but students don't know what courses were used (transferred in) to equate to these courses.*
- *UVic, without notice, indicated that (MUC) MATH 160A/B (used for elem. Ed. Prep.) could not be used by Arts and Sci. elective credit - only applicable for credit to B.Ed. students. This statement appeared in their 96-97 calendar with no warning or discussion. Created a huge impact on college students who were preparing for admission to 3rd yr. education and then changed to do a BA degree. Depts need to consult with admissions and advising in their home institution to find out what impact their decisions will have on students overall.*
- *Receiving less credit than expected occurs usually when student changes program. Students think all institutions operate the same way and assume that no matter what they enroll in the other institution will automatically accept it.*
- *As a new university college, with current staffing levels there have been delays in assigning transfer credit resulting in delays/difficulties in program/course planning.*

Universities:

- *Our own faculty complete the forms incorrectly or demand more info before credit is granted*
- *No individual institution is guilty of delays in sending transcripts. It seems to be expressed more frequently by students that "I asked them to be sent _ weeks ago."*
- *In general terms, our Human Kinetics students are handled very well and we have little to complain about. Of course, once in a while something is missed by an admission officer; but once noticed, very quickly corrected.*
- *Admissions officers who process transcripts are overloaded at certain (critical) times of the year.*
- *Sometimes info from an uncommon institution (eg. U.S.) takes too long to process.*
- *We have problem with 3-4 colleges teaching UBC 300 level Hum.Kin. courses. We have been trying to stop this.*
-

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- *UCFV does not show the initial grade for a repeated course. As our admission procedures require we use every transferable course in the evaluation. we are then required to contact UCFV to obtain a new transcript showing both grades, rather than just the current one.*
- *Delays in registering receipt of transcript occur only when student requests they be sent to Admissions, instead of the School of Rehab. Sci.*
- *Final transcripts are required by May 31st. Some institutions do not send transcripts in a timely fashion. Others (e.g. OPEN) won't send transcripts and/or arrange final exams so they can be completed in time unless I write a letter for each applicant effected.*
- *We have many students who are pursuing a 2nd degree. These students are not advised as to which credits are transferable to our programs as their courses apply to a full degree. It would be extremely helpful to both students and advisor if the registrars office could at least advise which courses are applicable to the first yr of the program.*
- *Some colleges allow their instructors up to 3 weeks to submit their grades. This puts the student at a disadvantage if they wish to transfer to another institution the immediate semester.*
- *Due to volume there sometimes is a 3 or 4 week delay in assigning credit at the receiving inst.*
- *Several business/economics courses at OU receive unassigned credit at SFU. This is a nuisance for those attempting to meet L.L. requirements as we have no idea what this means for students. Similar problem for UBC bound OU students taking ENGL 100 and 101.*
- *A recent case: a course taken at college by a student in 92W still had not been articulated with UVic in 96W, presumably because sending inst. had not requested evaluation of the course. No transfer credit was awarded to the student for the course in question.*
- *info in Guide does not always match program info in UVic calendar*

Colleges:

- *As counsellors/advisors we only become involved with a student experiencing "transfer" difficulties when it becomes too much for the student to handle. We don't usually get involved when the transfer difficulty is minor, as it's usually resolved between the receiving institution and student.*
- *Students are not very comfortable taking courses that only receive unspecified credit in the TG.*
- *Few people allow time for the transfer process and become impatient and frustrated with that process.*
- *Almost all of the problems are due to lack of planning and or knowledge on the student's part. Those who verse themselves on the different aspects of transfer credit have little to no problems.*
- *NIC Fine Art and Design students have problems transferring to ECIAD*
- *articulation of business and computing courses between colleges needs to be more rigorous and organized*
- *Delays within the institution usually occur when transfer credit request needs to be forwarded to faculty for approval - not articulated transfer credit.*

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3. Based on your experience, what percentage of students would you estimate transfer successfully, but encounter *major* difficulties, frustrations or problems.

total average	university colleges	universities	colleges
8.7%	11% median: 10%	5.4% median: 3%	11.5% median: 10%

3 a. What kind of *major* difficulties, frustrations or problems have you personally observed? Check all that apply.

	Frequently	occasionally	rarely	never
• Delays in generating/sending transcripts which resulted in students missing deadlines or being denied admission	8	34	34	12
• Delays in registering receipt of transcripts which resulted in students missing deadlines or being denied admission	6	29	29	15
• Delays in assigning credit which resulted in students missing deadlines or being denied admission	4	36	23	13
• Significant loss of credit upon transfer, contrary to published information	2	9	43	21
• Significant credit transferable, but not applicable to student's program	8	57	15	4
• Significant drop in GPA caused by receiving institution recalculating student's average to fit its own scale, resulting in student being denied admission to program	2	22	22	20
• Unspecified or general credit received instead of expected and needed specified credit	13	40	21	6
• Students forced to repeat courses they had already successfully completed at the sending institution	3	23	43	13
• Transfer agreements (e.g. as documented in the Transfer Guide, calendars, or letters of agreement) not honoured, resulting in disadvantage to student	1	9	33	33
• Change of receiving program regulations or procedures without sufficient advance notice to sending institutions	6	22	37	12
• Transferring students unable to register for necessary courses due to low registration priority status	16	36	13	12
Other (specify)				
• communication between sending and receiving	1			
• out of province transfer credit and UVic	1			
• college transfer credit to university colleges not directly available	1			
• residency requirement	2			
• assessment method of sending inst. not accepted by receiving inst.		1		
• misinformed at college regarding usefulness of credit (e.g. BUS (3))	1			
• inability of student or receiving institution to gather enough course info to determine transferability				
• delays in sending course descriptions which is required by				

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the receiving inst. to determine transferability
- change of receiving program content resulting in denial of anticipated transfer credit.
- delays by receiving institution in letting student know transferability status
- no transfer credit with BCIT
- straight "A" student unable to access 3rd yr courses at university X
- university X delay in offering seat to a B+ student for 3rd yr.

3:b. Please provide any comments or details which would be helpful to illustrate your answer(s) to 3a above.
(e.g. which course and where did a student have to repeat?) Be as specific as you can.

University colleges:
- *Students who transfer to UVic find the most difficulty with transfer credit. The Admissions office often will not honour the Transfer Guide. I find that if I can contact a dept. rep. (3rd yr. Students are able to recoup much of the "lost" transfer credit experienced when their application is run through admissions). UVic will not return long distance calls, very frustrating. They use the voice mail too much.*
- *UVic is the worst for not accepting credit specified in the Guide for the year it was taken, etc. Most stumbling blocks found through UVic - re-grand-fathering and changes of course content being honoured.*
- *I wouldn't consider this a "problem" however occasionally it is: i.e. "ENGL" course transfers as "writing" and doesn't satisfy "ENGL" requirement*
- *Courses repeated because of delay in transfer credit and because each institution uses a different number for equivalent course so students don't realize it's the same number.*
- *Students experience transfer credit that's not applicable to program usually when they apply for a career/tech. program with university credits.*
- *students forced to repeat courses: especially true in English and Psychology.*

Universities:
- *Students do not seem to have a clear understanding that general credits do not meet specific requirements. For example, "Psyc 100 level" does not meet the requirement for Psyc 105.*
- *We are finding that even though we have publicized and discussed our program with transferring (sending) institutions many students are advised to take many courses not applicable to the student's program of study.*
- *drop in GPA due to recalc: confuses and discourages students; don't understand why institutions don't use same system.*
- *Course credit values between UVic and UBC make it difficult for a student to calculate their GPA.*
- *Loss of credit not applicable to program usually happens when student changes academic program.*

Colleges:
- *ECE students wanting block transfer credit to 3rd yr. CYC at UVic do not always receive the same transfer credit. This is confusing to student and sending institution as sometimes it happens and sometimes it doesn't. Delays have prevented students from entering CYC when they planned. 1 or 2 cases.*
- *The two main reasons transfer students experience barriers is low GPA or highly competitive programs.*
- *Once again, I believe student's problems arise from lack of planning. Transfer credit has gray areas and many students either try or want the gray areas to work to their advantage regardless of what they are told.*
- *Often college courses at the 2nd yr level are very similar to 3rd yr university courses (e.g. NIC PSY 220) and this causes transfer problems. Students can only get 1.5 units (3 credits) for NIC ENG 115 & ENG 125 (1.5 credits each).*

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4. In your experience are there some factors which facilitate the transfer process, but have not been mentioned in this questionnaire? If so, please provide comments here:

University-colleges:

- *Academic administrators "going to bat" for transferring student.*
- *The faculty advisors/program advisors at the 3rd yr. level ensure that the transferring students have a much smoother transition from UCC to the individual universities.*
- *Faculty advisors input from all institutions need more input to make the Guide work properly.*
- *Sometimes students must make further enquiries in order to properly utilize their specified credits.*
- *If we all used the same numbers for equivalent courses, it would save much confusion, reduce errors, and significantly reduce the number of staff and hours now required to do transfer credit.*
- *Availability of advisors at the receiving institution for consultation regarding recommended transfer courses.*

Universities:

- *early student advising and program planning*
- *advisor education*
- *good rapport between sending and receiving "transfer credit" offices*
- *Problem with advisors at colleges that give wrong info to 2st yr students*
- *It is very difficult for college advisors to be knowledgeable of all universities programs. Perhaps info on the internet will be the answer.*
- *EDI speeds up the process trèmendously!*
- *EDI for all institutions.*
- *word of mouth and student to student advising often works very well, but often "old" transfer students offer advise to "new" students that has been changed.*
- *As a receiving institution I think we should be providing more program planning advice prior to students transferring. We often visit the high schools with this pre-planning in mind but rarely the colleges.*
- *Transfer credit/admissions advisors in registrar's are wonderful resource people for both students and advisors.*
- *I think the college advisors do a terrific job in advising students.*
- *regular collegial articulation meetings*
- *being able to call or email and get a direct answer quickly*
- *good advising!*
- *participation of advisors in BCADA and listserve is building a web of links between institutions*
- *internal delays caused at academic dept. level*
- *colleges failing to submit courses for articulation*
- *Admissions and dept. advisors encouraging college student and college advisors to call directly with queries.*

Colleges:

- *An equivalency guide for ECE between all the provincial programs.*
- *anything documented in writing protects the student and facilitates the process*
- *A careful review of the transfer process and procedures combined with adequate time for the transfer process to occur will enhance the transfer process.*
- *having receptive, friendly staff at the universities to help answer students' questions*
- *counselling workshops, transfer guide info*
- *student education - the more they know the easier it usually is*
- *I think that any mechanisms to encourage interaction between sending and receiving institutions at the academic department level are well worth the investment of time and resources.*
- *Contact names in individual dept. to facilitate entry. Pre-approval of course work towards pre-professional programs. Letter from accepting institution.*

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5. In your experience, are there some factors which impede the transfer process?

University-colleges:

- *Rigid application of rules that serve only the administration of the University (esp. UVic)*
- *Inconsistency by the participating institutions. The fact that new courses (or changes to old courses) take anywhere from 6 to 12 months before transfer credit is given. The "under review" or "-" used by the receiving institutions noted in the TG.*
- *Delays in receiving course outlines*
- *The fact that the application and processing procedures are inconsistent in each institution, province will impede this process*
- *Transfers from outside BC could be more efficient if resources were available.*
- *A university level course at one BC university may not be accepted by another. Why?*
- *Lack of transfer info from college to college*
- *Lack of transfer info from university to university*

Universities:

- *Many college students do not seem to have access to the printed guide or are not aware of it as a resource.*
- *Students who really care about what they are doing enquire well ahead and get the proper info prior to starting their studies.*
- *The amount of time required to process documents at the receiving institution sometimes means that students' transfer credit courses are not available online - on the UBC Stu Record Sys - until after classes begin and registration for classes is complete. In no case that I know of has this delay kept a student from enrolling in a course, but it has meant that the student has had to gather documents and book an appointment to see me.*
- *poor rapport between sending and receiving "transfer credit" offices*
- *Sometimes colleges say they're teaching a course a specific way, but really aren't. Then students come here without prerequisite content.*
- *Sending institutions not always sending transfer credit evaluation form with course outlines.*
- *Courses offered at a college under 2 different titles but only 1 is transferable to UBC i.e. UCC*
- *Students' lack of knowledge of the requirements for various academic prgms at the receiving institution.*
- *It would be helpful if the colleges have a course articulated by the receiving institutions before the course is offered.*
- *Courses no longer offered or changed need to be corrected in the Guides in a timely manner.*
- *institutional parochialism*
- *not being able to get course outlines easily*
- *BCIT doesn't send out to articulate course by course transfer.*
- *lack of articulation info between universities*
- *residency requirement*
- *TG does not include college to college transfer*
- *use of institution based guides and statements that BCCAT guide is not the official guide.*
- *Faculty who articulate courses are often not very familiar with the BC post-secondary sys as a whole and lack understanding of the transfer system. They tend to think of how courses will transfer to their degree prgm even though an applicant may not be pursuing that major.*
- *Lack of print material at college campuses (don't tell me the TG is on line)*

Colleges:

- *Students don't know that there is a process or what the process is or realize they need to request transfer credit early on in their admissions process rather than after the fact.*
- *motivation of students*
- *cutbacks in support staff which result in gross inefficiency*
- *Institutions such as BCIT, who have their own transfer guidelines for colleges, but will not publish them*
- *institutions who will give "block transfer" but are vague as to exactly who gets it (at university's discretion)*
- *bureaucratic procedures at sending and receiving institutions*
- *Lack of consistent people to get info about agreements from and to.*
- *A main problem is that receiving institutions seem unwilling to provide unofficial help in evaluating student documents - especially when they come from more than one institution.*

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- *Another is the ridiculous lack of standardization of courses and course numbering across the province. I think changing this would have the greatest impact to improve transfer relationships.*
- *Institutions which will change credit, or transferability of courses with very little rationale for doing so.*
- *Lack of planning for procedure process and time to complete the transfer process.*
- *Lack of articulation among institutions in some vital academic areas (e.g. math) and many generalist career areas (e.g. business, technologies).*
- *not being able to access/get dated info*
- *University calendars can be either peculiarly complex or vague regarding entry requirements or possibilities.*
- *lack of consistency between institutions*
- *BCIT single courses not listed*
- *GPA which is too low for the "cut-off" level, but higher than the minimum required by policy.*
- *Access to info - including TG in calendar very helpful; including info to those coming from out of province.*
- *Lack of knowledge of historical transfer credit at receiving institutes by their personnel.*
- *Most difficulties arise with curriculum issues, i.e. lack of consistency in some acadcemic programs - institution to institution.*
- *At our college, applicants/students must apply for transfer credit. It is not done automatically. This creates confusion and unhappy clients as many assume that transfer credit is processed because they submitted post-sec. Transcripts either with their application form or separately.*
- *There is often a delay when the department takes a long time to evaluate course outlines before returning the documents and their decision to the registrar's office.*
- *College to college transfer credit not "official." Leaves door open to faculty interpretation and consistency issues. Difficulty in how to handle the university to college transfers as guide not set up to deal with this situation and reverse articulation is not imbeded in the guide.*
- *Receiving institutions who refuse to talk to a student until the student has been accepted.*
- *Receiving institutions who will not commit to transfer credit from foreign universities - sending institution, therefore has difficulty advising student what course to take.*

6. Based on your experience, which of the statements below best describes the transfer process in B.C. as you see it?

5 An **excellent and sophisticated system**, in which the vast majority of students transfer with little or no difficulty.

52 A **good system**. Most students experience little difficulty. Minor improvements required.

33 A **pretty good system** on the whole, but some students experience unacceptable difficulties or frustrations. Some improvements required in certain areas.

4 An **OK system**, but students experience far too many problems and frustrations with the system. A lot of improvements are needed.

0 This **system does not work well at all**. Students are treated unfairly and experience great difficulties. Time for a major overhaul.

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Final Comments:

University colleges:

- *Probably closer to a good system. Our biggest challenge is in educating transfer students and high school advisors. With the rich supply of programs in BC transfer is variable and expectations tend to be unrealistically high.*
- *I appreciate being able to provide some input. I don't mean to be negative but often transfer credits for students is very frustrating.*
- *On the whole, the system is too slow. Students should receive faster feedback on acceptance, credit granted, etc.*
- *I believe the transfer system is eroding. The system is becoming less coherent in years one and two than it was 10 years ago. More emphasis is needed to interpret unspecific credits as each institution plans "unique" courses and degrees.*
- *It would be nice if all institutions were on same credit system. E.g. UVic is 1.5 units while others use 3 credits to mean same thing.*
- *If students have planned their prgms well, with the assistance of an informed advisor at the sending institution, they generally experience few difficulties. However, this will remain possible only if both receiving and sending institutions ensure that knowledgeable personnel are in place to effect communication in an environment of escalating change.*

Universities:

- *Need to be proactive in bringing this to students. If we leave the Guide and expect them to use it, it simply won't happen.*
- *Students transferring into UBC from other pst's need to be better and earlier apprised of the LPI Test requirement for the Faculties of Arts and Sci. Both faculties have a regulation that students transferring in without 6 credits of 1st yr English must complete the LPI before enrolling.*
- *If "incoming" students to UBC have done their homework, transferring is 'problem-free.' However, many do not do this!*
- *The flexibility which this process gives to the educational system in BC is commendable and an expansions of the prgm is encouraged.*
- *We are fortunate in BC to have the transfer process. In comparison to other provinces, with the exception of Alberta, we have a good system. Students have the opportunity anywhere in BC to complete their first yr. and in a number of programs, their second yr at a college before they transfer.*
- *OU needs to do a better job of ensuring its courses fully articulate as widely as possible.*
- *process should appear seamless to students*
- *eliminate decisions which benefit, and are there for, institution rather than the student*
- *more education about the TG*

Colleges:

- *I would like to see transfer equivalency done at the registrar's office rather than at the coordinator level although I can see value in both.*
- *the only clear transfer is college UT credit to universities, more work has to be done concerning transfer of 1st and 2nd yr. college programs to universities*
- *the "seamless web" idea is mainly rhetoric. College credit programs are still very often "dead ended" through lack of course to course or block transfer arrangements. More "provincial core" courses needed, where similar curriculum exists across colleges. Egs. Prov. Electronics core, cook training programs, entry level trades training programs.*
- *I have heard of students being told that certain transfer arrangements are fine, only to find out later that they were not. I always advise students to verify transferability with the receiving institution. An electronic system of confirming a current study period would be great.*
- *We need to ensure that all groups participate in the process. Colleges and universities need to cooperate.*
- *With the proliferation of new degree-granting institutions, the system has become so complex that it is increasingly difficult to comprehend and navigate successfully. The major focus should be to clarify and simplify.*
- *The TG works well for UT. We need the same kind of TG for college prgrms and block transfers.*

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- *International students have many delays. We always need their transcripts and course outlines. Their understanding of transfer credit here in BC is not very good.*
- *transfer credit for BCIT?*
- *Always produce a "print" copy of TG.*
- *pg. 39-46 of current Guide on ABE, Business and Computing more difficult to use that the charts in the past.*

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